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ABSTRACT

This guide provides suggestions for research concerning the successes and failures of Future Homemakers of America, as part of an effort to strengthen the overall program. The research suggestions are directed primarily to teacher educators and their students, but also to others interested in research projects concerning Future Homemakers of America. The ideas are divided into four categories to provide direction for new research: (1) outcome of FHA/HERO experiences; (2) educational methods and approaches; (3) societal issues having an impact on FHA/HERO youth; and (4) adult role in the FHA/HERO chapter. A list of topics, research objectives, and some questions for thought are included under each heading. (KC)

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Future Homemakers of America's Research Needs

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PREFACE

The American people, and especially educators, are calling in an increasingly loud voice for a new look at educational goals and ideals. To answer this call, Future Homemakers of America is encouraging research projects that will document the successes and failures of the organization and as a result, strengthen the overall program.

The following research suggestions are directed primarily to teacher educators and their students but also to others interested in research projects about Future Homemakers of America. There is no shortage of research topics; ideas abound. The ideas presented here are among many possible research topics. They are divided into four categories to provide some direction for new research:

I. Outcome of FHA/HERO Experiences
II. Educational Methods and Approaches
III. Societal Issues Having an Impact on FHA/HERO Youth
IV. Adult Role in the FHA/HERO Chapter

A list of topics, research objectives, and some questions for thought are included under each heading. The Future Homemakers of America publication catalog offers a list of resources available from national headquarters.

To encourage research projects, the Future Homemakers of America national staff drew up a list of possible research topics. In fall 1979, Vila M. Rosenfeld and the Graduate Curriculum class at East Carolina University revised and reorganized the material, which was approved by the Board of Directors in spring 1980. The paper was again revised and put into its present form which was approved by the Teacher Education Task Force and the National Homemakers of America staff.

The Future Homemakers of America staff and members of the Teacher Education Task Force will assist you in your research by offering suggestions on which FHA materials would be helpful in your research. It is requested that abstracts be submitted for information and possible publication.

FUTURE HOMEMAKERS OF AMERICA'S
RESEARCH NEEDS

I. Results of FHA/HERO Experiences

Objective: To document the difference Future Homemakers of America makes in the lives of youth now and when they arrive at young adulthood.

A. LEADERSHIP DEVELOPMENT

Objective: To assess the leadership development of FHA/HERO members.

1. What are the leadership aspirations of FHA/HERO members?
2. What factors affect the leadership development of FHA/HERO members elected to state or national offices?
3. What do teachers think about FHA/HERO leadership development as a part of the curriculum?
4. Is there a relationship between FHA/HERO leadership and the student/member's home and community leadership?

B. IMAGE AND ROLE OF HOMEMAKERS

Objective: To analyze what the term "homemaker" means to youth.

1. Does the meaning of the word "homemaker" differ between FHA/HERO members and other school youth?
2. Do the FHA/HERO members' views of the homemaker vary from those projected in printed matter and other mass media?
3. How do the FHA/HERO members' views of the homemaker compare with those of their parents?
4. Are there differences between male and female views?

C. COMMUNITY OUTREACH

Objective: To assess community recognition of home economics and the related outreach programs with and without the existence of Future Homemakers of America chapters.

1. Does the existence of an FHA/HERO chapter affect the image of a home economics program?

2. To what extent have FHA/HERO projects reached into the community?
3. Are there differences in chapter members' awareness of community resources between those who use the Impact process and those who do not?

D. INFLUENCE UPON LATER ADULTHOOD

Objective: To analyze FHA/HERO chapter experiences to determine how they did or did not prepare students for the future.

1. Did FHA/HERO chapter membership assist in making dual roles work in members' homes and careers?
2. Is there a difference in adjustment to dual roles between FHA/HERO students and nonstudents?
3. Is there a relationship between FHA/HERO philosophic position and members' present life values?
4. What are the influences of FHA/HERO experiences on managerial skills in the home and on the job?
5. Is there a relationship between job success and satisfaction and the former student/member's chapter leadership experience?

II. Educational Methods and Approaches

Objective: To determine the depth to which a given approach/method philosophy is understood and practiced by the teacher/adviser and the degree of influence on a chapter's attitude and action.

A. INTEGRATING INTO THE CLASSROOM

Objective: To compare teacher/advisers who integrate FHA/HERO activities into the classroom with those who operate the chapter outside the classroom and the factors that influenced their choices.

1. What kind of teacher/adviser integrates FHA/HERO activities into the classroom and what kind does not?
2. Are there other variations of operating a FHA/HERO chapter?
3. What factors influence the way a chapter is run, whether it is integrated into the classroom, or remains separate?
4. Is the concept of integrating a chapter into the home economics class a part of the educational thinking/teaching of home economics teacher educators?

B. TEACHING COOPERATION

Objective: To measure the effect of the cooperative emphasis in Future Homemakers of America.

1. What is the effect of Future Homemakers of America's cooperative emphasis on students' peer and family relationships?
2. Is there a difference between the competitive-oriented and noncompetitive FHA/HERO member related to job and success and satisfaction?
3. What is the influence of FHA/HERO chapter cooperative experiences on members' attitudes toward work, on-the-job relationships, and employers' satisfaction?
4. Is cooperation a motivation for students to enroll in occupational and consumer/homemaking programs?

C. RECOGNITION

Objective: To compare forms of recognition and satisfaction and level of self-esteem of home economics students, for members of Future Homemakers of America and nonmembers.

1. What are forms of recognition in Future Homemakers of America and how are they related to student self-esteem?
2. What successes do alienated teenage subgroups have in FHA/HERO chapters?
3. Is there a relationship between FHA or HERO membership and level of self-esteem?
4. Is the concept of recognition in Future Homemakers of America an enhancement or deterrent in a student's choice to become a member?

D. STUDENT MOTIVATION

Objective: To assess the effectiveness of an FHA or HERO chapter in the classroom in relation to the motivation of the students.

1. Is the chapter-centered leadership concept an effective motivation technique?
2. Is there a difference in drop-out rate of vocational home economics students between members of FHA/HERO chapters and nonmembers?
3. Are home economics programs that integrate FHA/EHRO chapters into the classroom more effective than those that do not?

4. Are students involved in FHA/HERO chapters more motivated in the classroom situation than students not involved?
5. Is youth involvement in the planning process a motivational factor for participating in a project or activity?
6. Is there a relationship between the degree of involvement and perceived chapter effectiveness?
7. What is the effect of a teacher's trust/belief in the student's capacity for responsibility on the student's motivational level?

E. YOUTH CONCERNS AS THE BASIS OF CURRICULUM

Objective: To assess the teacher's role in curriculum planning when considering the needs of youth.

1. What factors are related to the teacher's ability to build the curriculum around youths' concerns?
2. How relevant is the home economics curriculum to students' needs in urban, suburban, and rural schools?
3. What are youths' expectations of home economics related to their input into the curriculum?
4. Do youth perceive FHA/HERO projects as opportunities for in-depth study related to curriculum?

F. ACCEPTABILITY OF NEW APPROACHES OR MATERIALS

Objective: To determine the acceptability of new approaches or materials by the organization.

1. What factors are involved for the student and teacher to learn and accept new approaches or materials?
2. How long does it take for new approaches or materials to be assimilated throughout the organization?

G. FUTURE HOMEMAKERS OF AMERICA PROCESSES

Objective: To analyze FHA/HERO membership experiences in the development of life skills and values.

1. How are the teachers' perceptions of the role of organizations in society related to their use of Future Homemakers of America as modeling?
2. Are the life skills of FHA/HERO members different from those on nonmembers?
3. What are FHA/HERO members' perceived rewards of income and job satisfaction?
4. How do FHA/HERO students perceive the peer education process?
5. Do students learn more using the peer education process as compared to other techniques?

III. Societal Issues and FHA/HERO Youth

Objective: To validate the relevancy of Future Homemakers of America as a means of strengthening home economics education.

A. MALE MEMBERSHIP

Objective: To assess the relevancy of male membership in Future Homemakers of America as a means of strengthening home economics education.

1. Why do males enrolled in home economics courses choose or reject FHA/HERO membership?
2. If males choose FHA/HERO membership, what are the perceived benefits?
3. How do males enrolled in home economics perceive the image of Future Homemakers of America?
4. What types of chapter program activities/projects are of interest to males in home economics?
5. Are course titles related to male interest in home economics in middle, junior, and senior high schools?
6. What perceptions do males have of themselves as homemakers and what do they think is the general male view of homemakers?
7. Is there a difference between FHA/HERO chapters that consistently have male members over a period of several years and those that do not?

B. FHA/HERO YOUTH OF VARIOUS SOCIO-ECONOMIC LEVELS

Objective: To assess the relevancy of Future Homemakers of America serving youth of various socio-economic levels as a means of strengthening home economics education.

1. What are FHA/HERO members' perceptions of the homemaker role and how do they perceive their self-concepts?
2. What are the problems and concerns faced by youth of various socio-economic levels?
3. How satisfied are state and city supervisors and administrators with Future Homemakers of America in the seven cities of the Urban Development Project? (Dallas, Birmingham, Chicago, Philadelphia, Richmond, Cincinnati, Houston)
4. How important is youth attitude toward student organizations in motivating teachers to advise FHA/HERO chapters?

C. TEACHING THE FUTURE

Objective: To validate the relevancy of Future Homemakers of America as a means of preparing youth for the future and strengthening home economics education.

1. Has the future been treated as an academic subject of home economics and Future Homemakers of America?
2. What are FHA/HERO members' perceptions of tomorrow's careers in home economics?
3. Is there a relationship between the concepts of the future held by FHA/HERO members and their own aspirations?
4. What is the image of the word "future" in Future Homemakers of America in the minds of middle, junior and senior high school students?
5. What is the teacher's preparation for teaching about the future?

D. ELIMINATION OF SEX ROLE BIAS

Objective: To the role of FHA/HERO has in home economics education.

1. Is there sex role stereotyping in FHA/HERO chapter activities?
2. What are the roles of males and females in FHA/HERO chapters and how do they affect mutual participation?
3. What is the home economics teachers' philosophic positions in eliminating sex role stereotyping in home economics and FHA/HERO chapters?
4. What are family and youth attitudes and values toward sex-role stereotyping?
5. What are female perceptions of males' leadership roles in Future Homemakers of America?
6. How did the "Everyone Is A Homemaker" project affect the structure and content of home economics classes and FHA/HERO activities?

IV. Adult's Role in the FHA/HERO Chapter

Objective: To analyze adult's role and influence on the organization.

A. TEACHER/ADVISER

Objective: To analyze the teacher/adviser's role related to the success of FHA/HERO chapters.

1. What factors affect the chapter adviser's role?

2. Is there a difference between the role of paid and unpaid adviser/sponsor?
3. What are the benefits to the adult of being an FHA/HERO adviser?
4. What factors affect whether or not an FHA/HERO adviser uses other adults as volunteers?

B. INVOLVEMENT OF PARENTS AND ADMINISTRATORS

Objective: To analyze how parents' and administrators' attitudes affect the success of FHA/HERO chapters.

1. Do supportive parents influence the success of a chapter?
2. Is there a relationship between chapter success and an administrator who supports the program?
3. Do parents and administrators understand the FHA/HERO program?
4. Do administrators perceive a strong FHA/HERO program as having a positive influence on vocational education?

C. TEACHERS' PERSERVICE AND INSERVICE EXPERIENCES

Objective: To analyze the learning experiences that have influenced the teacher/adviser's professional growth and development.

1. What preservice experiences cause FHA/HERO teacher/advisers to be confident in their roles?
2. What are the retraining needs of teacher/advisers at various times during their careers?
3. What is the relationship between the teacher/adviser's and the teacher educator's attitude and philosophy about Future Homemakers of America?
4. Is there a difference between the teacher/adviser who has and has not had leadership experience beyond the local level?
5. How have past teachers, supervising teachers, and/or teacher educators served as role models for teacher/advisers?
6. What are the self-concepts, job satisfactions, and life satisfactions of home economics teachers/advisers?

D. OTHER ADULTS

Objective: To analyze both the role and influence of other teachers and adults on the success of FHA/HERO chapters.

1. Do other adults have influence on FHA/HERO chapter activities in the program? If so, who are they?
2. How is the Future Homemakers of America process perceived by other adults in the school and community?